

ONE HUNDRED THIRTIETH  
ANNUAL REPORT  
OF THE  
**South Carolina**  
**School For The Deaf**  
**And The Blind**

SPARTANBURG, SOUTH CAROLINA

1978



PRINTED UNDER THE DIRECTION OF THE  
STATE BUDGET AND CONTROL BOARD

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LETTER OF TRANSMITTAL

SOUTH CAROLINA SCHOOL FOR THE DEAF AND  
THE BLIND

Spartanburg, South Carolina  
September 12, 1978

*The Honorable James B. Edwards*  
*Governor of South Carolina*  
*Budget and Control Board*  
*Columbia, South Carolina*

Honored Sir:

I have the honor to transmit, herewith to you and through you, to the people of our State, the One Hundred Thirtieth Report of the South Carolina School for the Deaf and the Blind. This report covers the period from July 1, 1977 to June 30, 1978.

Respectfully submitted,

MRS. LEWIS M. DAVIS, *Chairman*  
*Board of Commissioners*

SOUTH CAROLINA SCHOOL  
FOR THE DEAF AND THE BLIND

SPARTANBURG, SOUTH CAROLINA 29302

Mrs. Lewis M. Davis, *Chairman*

August 30, 1978

Board of Commissioners

South Carolina School for the Deaf and the Blind

Spartanburg, South Carolina 29302

Dear Mrs. Davis:

The One Hundred Thirtieth Annual Report is hereby submitted to the Board of Commissioners of the South Carolina School for the Deaf and the Blind. The information contained in this Report is for the purpose of informing the General Assembly and the people of South Carolina of the activities and accomplishments of the School for the fiscal year 1978.

Unfortunately, at the beginning of the year the School suffered a tremendous loss due to the untimely death on July 3, 1977, of Mr. R. Beverley Herbert, Jr., Chairman of the Board of Commissioners. Mr. Herbert was appointed to the Board in May, 1969, and had served as Chairman since September, 1975. During the years that Mr. Herbert served on the Board, he gave unsparingly of his time and ability to the School, and through his leadership, the School accomplished much which has and will continue to enrich the lives of the deaf, the blind and the multi-handicapped children of South Carolina.

On September 8, 1977, Mrs. Caroline Westmoreland Davis, of Greer, South Carolina, was elected Chairman of the Board of Commissioners. Mrs. Davis has served on the Board since 1970 and replaces Mr. Herbert as Chairman. Through Mrs. Davis, the Board throughout the year has provided the leadership for the School to continue its progress to upgrade its services to the students at Cedar Spring.

On July 13, 1977, Mrs. R. Beverley Herbert, Jr. was appointed by Governor James B. Edwards to succeed her husband on the Board. Governor Edwards also reappointed to the Board Dr. S. Thomas Scarborough, of Charleston, and Mr. B. Edward Hursey, of Darlington.

The accompanying Report provides the details of the accomplishments of the School during this twelve months' period. However, I feel that my comments should highlight two events which, in my opinion, will have profound meaning for the School in the future.



The first is the implementation of Federal Legislation mandating the public schools of South Carolina to assume the responsibility for the education of all handicapped children. Thus, many of the deaf and the blind students who would have been served by our school now will be educated in their home school district. This means a reduction in the number of deaf and the number of blind students at Cedar Spring. The trend has already begun. It is impossible, at this time, to predict the extent to which the education of the handicapped can be successfully accomplished at the local school district.

The second matter is closely related to the above. It was the opening of the Multi-Handicapped School on our campus during this year. Because of the above Federal Legislation, Cedar Spring is serving more multi-handicapped students than in previous years. It is anticipated that our Multi-Handicapped School will grow in size during the next few years and, thus, perhaps be the major school on our campus.

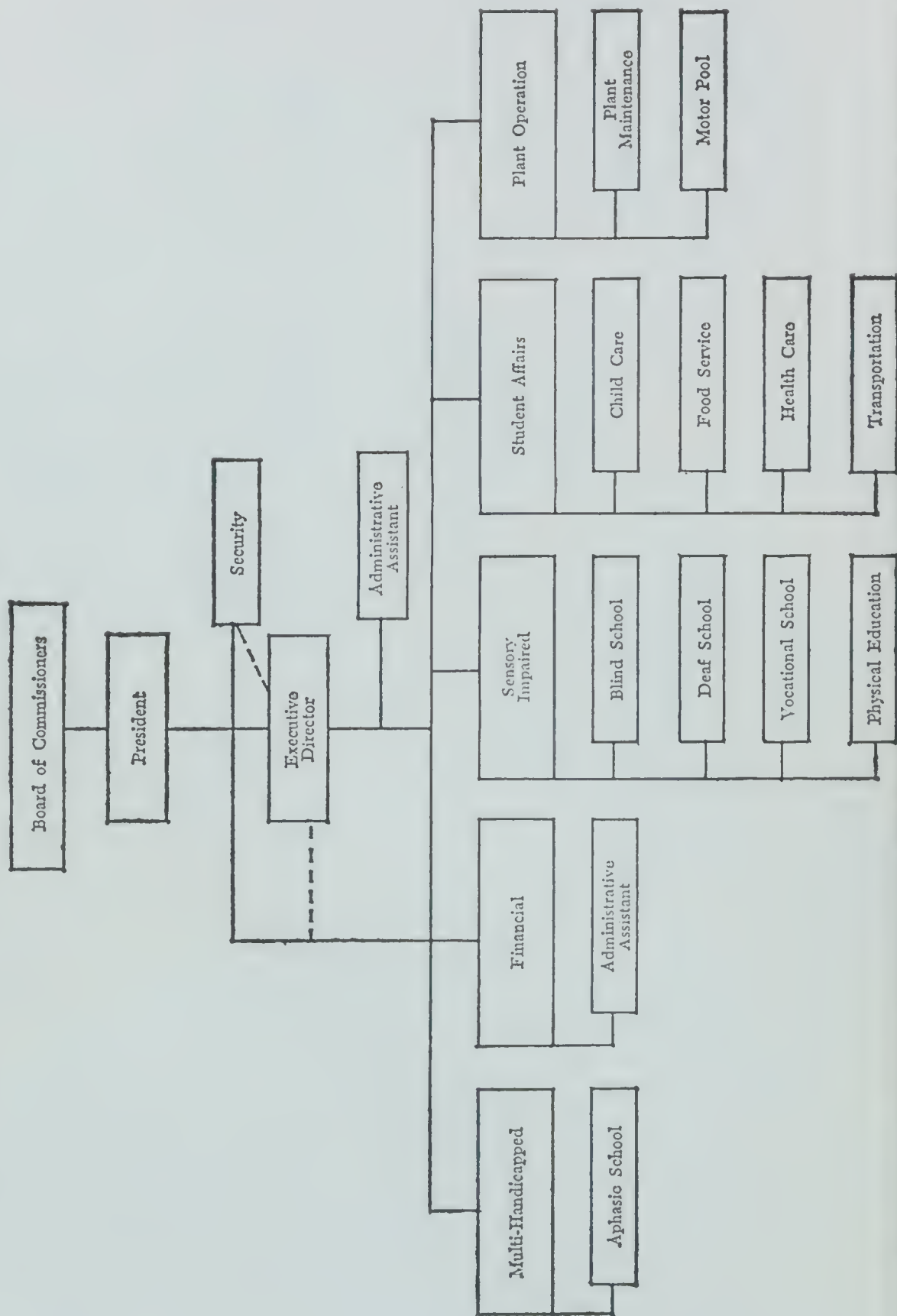
The administration, the staff and the student body of the School are appreciative of the strong support and leadership the Board is providing, as we seek to fulfill our duties and responsibilities to the people of the State of South Carolina.

Sincerely,

N. F. WALKER

*President*

# ORGANIZATION CHART



SOUTH CAROLINA SCHOOL FOR THE DEAF  
AND THE BLIND

BOARD OF COMMISSIONERS

Mrs. Lewis M. Davis, *Chairman*—Fourth Congressional District,  
106 Vandiventer Drive, Greer, South Carolina 29651

Mr. B. Edward Hursey, *Vice Chairman*—Sixth Congressional  
District,  
Route 5, Lawson Road, Darlington, South Carolina 29532

Dr. S. Thomas Scarborough, *Secretary*—First Congressional  
District,  
12 King Street, Charleston, South Carolina 29401

Mrs. R. Beverley Herbert, Jr.—Second Congressional District,  
712 Spring Lake Road, Columbia, South Carolina 29206

Mr. J. A. Gresham—Third Congressional District,  
John Avenue, Route 2, Belton, South Carolina 29627

Mrs. W. Burke Watson—Fifth Congressional District,  
12 Frank Clark Street, Sumter, South Carolina 29150

Mrs. Daniel R. McLeod—Member-at-Large,  
4511 Landgrave Road, Columbia, South Carolina 29206

*Ex-Officio Members*

Dr. Cyril B. Busbee, State Superintendent of Education,  
1429 Senate Street, Columbia, South Carolina 29120

Dr. Albert G. Randall, Commissioner,  
State Department of Health and Environmental Control,  
2600 Bull Street, Columbia, South Carolina 29201

## INTRODUCTION

The South Carolina School for the Deaf and the Blind has had a long history of providing services to children with severe visual and hearing impairments from across the State. The School for the Deaf and the Blind is supported by the State of South Carolina with direct appropriations each year from the General Assembly, as authorized by the South Carolina Constitution (Article II § 3, and 5. (1962). The Legislature appropriated \$4,844,500.00 for fiscal year 1977-78. In addition to this, federal and other funds amounted to \$663,346.00.

Supervision and control of the affairs and government of the South Carolina School for the Deaf and the Blind is vested in the seven member Board of Commissioners (listed previously), the members of whom are appointed by the Governor for terms of six years. The Board consists of a representative from each congressional district, a member at large and two ex officio members (State Superintendent of Education and State Health Officer).

The School suffered a great loss on July 3, 1977, with the passing of Mr. R. Beverley Herbert, Jr., who had served as Chairman of the Board since September, 1975, and who had served on the Board since May, 1969. Governor Edwards appointed Mrs. R. Beverley Herbert, Jr., to the Board on July 13, 1977, to finish out her husband's unexpired term which ends on May 15, 1981. Mrs. Lewis M. Davis was appointed Chairman of the Board on September 8, 1977. Before that time, she was Acting Chairman of the Board.

The major purpose of the South Carolina School for the Deaf and the Blind (SCSDB) is to provide comprehensive educational services of sufficient scope and quality to assure the optimum educational, emotional, social and physical development of each deaf, blind and multi-handicapped student enrolled. A related purpose is to increase each student's ability to combine occupational knowledge gained through appropriate training and study with basic academic skills to the extent that each student will eventually actualize his/her full vocational potential.

Since SCSDB is the State residential school and comprehensive educational center for sensory impaired and multi-handicapped students in South Carolina, it is in a position to provide services and consultation which will benefit all programs for sensory impaired students and adults throughout the State through serving as a learning resource center, a demonstration school and a center for community/ continuing education.

The material contained in this report provides an opportunity to learn how SCSDB utilizes its resources to accomplish its missions and goals.

## HISTORY

The South Carolina School for the Deaf and the Blind, established by the Reverend Newton Pinckney Walker, had its origin at Cedar Spring in Spartanburg County in a former hotel building. Opening in January of 1849 as a private endeavor, the enterprise was endorsed by the then Governor Seabrook in November of the same year, after his inspection of the facilities: "Although the Institution was not open until the 22 of January last, the remarkable proficiency of its scholars assured us of the capacity, skill and assiduity of the Principal. We accordingly resolved publicly to recommend to the parents and Guardians of mute children Mr. Walker's School, as well entitled to their patronage and confidence."

The School property, as well as ample surrounding lands to provide for future expansion, was purchased in 1856 by the State. This was the wish of the founder: "I submit for your consideration, and of citizens of the State generally, that private property, being subject to forego material changes, is always unsafe for public purposes. My great desire is that the Institution, in some form be perpetuated in all time, in such a manner as to reflect honor."

Upon the untimely death of Reverend N. P. Walker in 1861, the Board of Commissioners did not appoint a successor, citing monetary and other reasons: "The Professors and their Assistants are connected by blood or marriage, the utmost harmony prevails, and each appears desirous of advancing the institution and the introduction of a stranger as Superintendent would probably cause dissatisfaction and destroy that harmony which is necessary to success. The only change made in the employees is the appointment of a Steward, who is the son of the late Superintendent."

The institution remained open throughout the Civil War under the guidance of Mrs. Martha L. Walker, the wife of the founder. During Reconstruction years the School operated intermittently, but was reopened in 1876 with N. F. Walker, son of the founder, as Superintendent and has operated continuously since that time. Succeeding Dr. N. F. Walker were William Laurens Walker, William Laurens Walker, Jr., and the present President, Newton Farmer Walker.

The School has expanded from a single building into a spacious and beautiful campus adorned with twenty-eight major buildings, including the original main building constructed in 1859.



Prior to the establishment of the State School, South Carolina had provided an allotment for deaf and blind children; deaf children attended the Hartford Institution in Connecticut, while blind children attended the School for the Blind in Boston. In 1848 this Act was amended to provide the sum of \$100.00 per student, per annum, to be paid to N. P. Walker in support of his efforts. From a class of five deaf pupils under one instructor, the School has grown to its present capacity of approximately 650. It is operated by a nine member Board of Commissioners, seven of whom are appointed by the Governor and two ex officio members: State Superintendent of Education and Commissioner, State Department of Health and Environmental Control.

### CENTRAL ADMINISTRATION

The organizational structure of SCSDB is presented in Figure 1. The immediate Executive Head of SCSDB is the President (Mr. N. F. Walker) who is responsible to the Board of Commissioners (listed previously). The Executive Director (Dr. Jack R. Gallagher) is responsible for the day-to-day operation of the School and is responsible directly to the President.

In addition to the President and the Executive Director, the central administration includes the directors of the five major divisions, the Administrative Assistant (Mrs. Edna A. Brown) and several clerical and other administrative support staff members. The division directors are listed as follows:

Mr. Robert L. Millard, Division of Educational Programs for  
Sensory Impaired

Dr. Robert Holzberg, Division of Programs for Multi-Handi-  
capped

Mr. William R. Speneer, Division of Finance and Admin-  
istration

Mr. Lee W. Owens, Division of Physical Plant

Dr. Otis Turner, Division of Student Affairs

During the previous year, the Executive Planning Committee further refined and expanded the planning process and the implementation of a Management by Objectives (MBO) system.

A major result of the efforts of the Executive Planning Committee as well as those of other administrators, faculty and staff was the development of the first comprehensive five year plan for SCSDB. The purpose of this task was to delineate both long range and short range plans for obtaining optimum resource utilization

in the accomplishment of School's major missions and goals. In addition to producing the *Five-Year Program Plan*, the Executive Planning Committee initiated studies to ascertain ways of improving the cost effectiveness of the School's telephone system, travel systems and duplicating and copy systems.

The Central Administration was strengthened considerably this by the addition of three new division directors. Mr. William Spencer, Director of the Division of Finance and Administration, was not only trained in accounting but also has a law degree. Dr. Otis Turner, Director of the Division of Student Affairs, contributed skills which were acquired through experiences in human service organizations and higher education. Dr. Robert Holzberg, brought ten years of experience as a principal of a multi-handicapped school in New York in addition to experiences as director of a university training program for special educators to his new position.

The Administrative Assistant's office also plays a vital role in the central administration of the School. The basic purpose of this office is to collect and provide information to staff, students, parents, and other agencies. The Administrative Assistant is head of this office, and she reports directly to the Executive Director.

The Security Department is also located for administrative purposes in the central administration, and the Chief Security Officer reports directly to the president. The Department is staffed with four additional officers who provide 24 hour, 7 day a week services.

An integral part of the central administration is the Division of Finance and Administration which is headed by The Director. This Division is responsible for the administration of all financial matters of the School and plays an integral part in the budgeting and monitoring process. Reporting directly to the Director is the Business Manager and the Heads of the Personnel Department, the Federal Funds Department, the Warehouse Department and the Purchasing Department.

## DIVISION OF EDUCATIONAL PROGRAMS FOR THE SENSORY IMPAIRED

This Division operates under the direction of a Director whose responsibilities include instructional programs for the Deaf School, Blind School, Vocational School and Physical Education Department. The Psychology Department, Pre-school programs and Community Education Department are also under the supervision of the Director. Information on the purpose, operations and program accomplishments of each of these areas is presented below.

### DEAF SCHOOL

*Purpose:* The Deaf School has a responsibility for providing a full range of educational programs and instructional services to meet the diverse needs of hearing impaired kindergarten to secondary level students. The objectives of educating hearing impaired students are the same as those in education of all children. These objectives include the achievement of self-realization, the development of proper human relationships, the attainment of economic efficiency and the assumption of civic responsibility.

*Operations:* During the 1977-78 school year, the School for the Deaf served approximately 390 hearing impaired students. The school is administered by a principal and 4 supervising teachers. Additional staff include 49 teachers, 10 teacher assistants, 1 curriculum coordinator and 1 secretary.

#### *Program accomplishments:*

- Forty-one students graduated, twenty-seven received South Carolina State High School Diplomas.
- Seventeen seniors took the College Entrance Examination for Gallaudet College. Ten seniors passed this examination. This is the first time in the history of our school that more than five students passed this examination.
- Individualized Educational Programs were developed for all students. Parents were invited to the School to participate in the development of the IEP's.
- In-service programs were conducted during the year updating and evaluating our IEP forms. Emphasis on detail and uniformity were stressed throughout the meetings.
- Field trips were made by all age groups in the School. These educational experiences greatly enhanced the process of learning. The breadth of experiences was wide in scope, ranging from fire stations to nuclear power plants.



- The Vocoder Program, an experimental project conducted jointly with the Oregon Research Center, was implemented for the first time anywhere with an entire class of deaf students. The Vocoder is a device intended to foster accelerated development in speech and language through vibrators which are attached to the legs and which emit different impulses for different speech sounds. The Project was very successful and will be expanded.
- Two full time speech therapists were employed in the School for the Deaf and a third therapist will be added next fall.
- Curriculum development received much attention in the School. A curriculum coordinator was employed for the first time. The subject area of reading was identified as a critical area. A great amount of time, money and effort was put into the establishment of a basal reading program geared to the needs of the hearing impaired. In addition to this, specific needs were identified and new curriculum materials developed to serve (a) academic, (b) general education, and (c) EMH and TMH deaf students.
- The number of overloaded classes in the elementary school was reduced from 21 classes in 1976-77 to 11 classes in 1977-78. In the secondary school, the number was reduced from 38 classes to 34 classes.
  - The number of out-of-field or uncertified teachers was reduced from 18 in the elementary school 1975-76 to 2 in 1977-78. In the secondary school, the number was reduced from 24 to 5.

#### BLIND SCHOOL

*Purpose:* The basic philosophy of the School for the Blind is to: (1) provide the education services necessary to enable blind and visually handicapped students to eventually function in society with as much independence as possible; (2) develop to the fullest extent possible needed academic competencies, living skills and mobility; (3) foster the development of increasingly more mature behavior and develop each student's awareness of his/her own personal identity.

*Operations:* The Department is administered by a principal, a supervising teacher, twenty-five classroom teachers, six teacher assistants and one secretary.

The academic program continued to meet the challenge of our changing times through new approaches to mathematics, science,

reading, social studies, language arts, fine arts, orientation and mobility, Optacon training, field trips and social service clubs.

*Program Accomplishments:*

- Through curriculum innovations, the development and implementation of educational plans and emphasis on wholesome self concepts, marked improvement in emotional development was evidenced by most students.
- Two seniors and three juniors took the Scholastic Aptitude Tests, and all made creditable scores. Scholastic progress for all students in grades two through twelve was measured with Stanford Achievement Tests and teacher evaluations. Practically all students showed appreciable gains, including those in ungraded classes who, in some instances, will be assigned to regular graded classes next year.
- The Early Childhood Intervention Program continued under a Title I grant and provided identification, diagnoses, evaluation, parental counseling and educational services through home start and classroom teaching for visually handicapped children who function socially and academically below a chronological age of seventy-two months.
- Thirteen students received Optacon training during the school year, and all were successful in reading printed materials at different rates of speed. A number of the students found the Optacon to be of value in performing their regular classwork assignments.
- Twelve students participated in the field testing of the Kurzweil Reading Machine, an innovative computer which is programmed to read printed materials synthetically, and each made significant gains. By using the Kurzweil Machine, many of the students could comprehend materials as much as four grade levels above their braille reading level.
- Twenty-three elementary students received instruction in orientation and mobility. The difference between pre-test and post-test performance was statistically significant for all participants.
- To improve upon teaching techniques and to renew or upgrade their State certification, six classroom teachers earned three or more graduate hours in special education for the visually impaired during the school term. It is anticipated that all teachers will have certification or permits in the appropriate area of

exceptionality by the beginning of the 1978-79 school term. All teachers received in-service training in the development of IEP's during the school term.

- Academic monetary awards were presented to a number of students for exceptional efforts in creative writing.

#### PSYCHOLOGICAL SERVICES

*Purpose:* The Psychological Services Department serves the Deaf School, the Blind School and the Multi-Handicapped School. Both residential and academic domains are included within the Department's overall responsibility. One major function of Psychological Services is *assessment and programming services*. To carry out this function, a model of psycho-educational assessment, conceived in the spirit of appropriate individualization of educational services set forth by P. L. 94-142, was developed. The critical feature of this model is a procedure which places psycho-educational assessment within the applied context of instructional dynamics among teachers and students. The components of this procedure include: (1) a pre-assessment conference with the referring person(s) to gather educationally relevant information concerning the referred student; (2) a pre-assessment observation of the referred student within the natural learning setting; (3) a psycho-educational assessment of the student, the nature of which is guided by the background information gathered in steps one and two and not just by State requirements; (4) a post-assessment conference with the referring person(s) to generate specific and detailed instructional, curricular and management implications out of assessment findings.

*Operations:* The Psychology Department is administered by a supervising psychologist, one additional psychologist, two guidance counsellors and a secretary who serves the entire Department.

#### *Program Accomplishments:*

- One hundred and seventy-one psycho-educational assessments were completed (109 in the Deaf School, 26 in the Blind School, 20 in the Multi-Handicapped School and 6 from outside the School).
- Counselling services were provided for 104 students (66 in the Deaf School, 32 in the Blind School, 5 in the Multi-Handicapped School and 1 student referred by Social Services).
- Staff guided the development of the initial and revised format and process for individualized educational plans as required by P.L. 94-142.



- Staff conducted extensive in-service training for the supervisory teacher and classroom teacher staff in the implementation of new individualized educational plans.
- Staff worked with the Deaf and Blind Schools in the area of affective education (K-6) and family living (Junior/Senior High School) and developed a model curriculum for use within these areas. Work on this will continue throughout the coming school year.
- Staff established procedures to work with individual teachers on behavioral programming for classes and individuals referred from specific classes.
- Staff conducted symposium at the State-wide CEC Conference in Charleston and also at the School Psychologists' Conference in Hilton Head.
- A paper describing the role and function of the school psychologist in the educational processes was submitted to *The American Annals of the Deaf*.
- Psychological assessment services to visually handicapped, hearing handicapped and developmentally disabled students were provided for the first time on an outreach basis across the State.

#### DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

*Purpose:* The Physical Education program has a developmentally oriented motor skill curriculum. The program is designed to provide the learners with a broad-based experiential background in a wide variety of movement activities. These activities include basic perceptual and motor skills, fundamental motor and body management skills, physical fitness, social skills, individual and team sports, and life-time leisure skills. The Department has been conscientiously striving to implement philosophically and practically the legislative mandates of Title IX and P. L. 94-142.

*Operations:* The Department currently has a staff of one director, eleven full-time teachers, one teacher assistant and one secretary. The total number of students being served is 555. This includes the blind, the deaf, the aphasic and the multiply-handicapped. The physical facilities include one football field, three gymnasiums, two multi-purpose rooms, a swimming pool, a weight training room and two bowling alleys.

The Athletic Program is designed to provide interscholastic competition to those individuals who have demonstrated superior ath-

letic abilities. The School is a member of the South Carolina High School League and participates in the 1-A Conference in football, basketball, volleyball and track and field. In addition, the School is a member of the Mason-Dixon Basketball Association.

The Athletic Program sponsors both a wide variety of sports and a number of teams in the sports. These include one football team, one volleyball team, one wrestling team, five basketball teams and two track and field teams. In addition to the interscholastic competition, the Department provides opportunities for the athletes to compete in specialized events such as blind swimming, the National Games for the Blind and the World Deaf Games. Beyond the scope of interscholastic competition but within the concept of athletics, the Department supports the Special Olympic Programs by providing facilities, manpower and athletes.

*Program Accomplishments:*

- The School received the Physical Fitness Demonstration School Award from the President's Council on Physical Fitness and Sports for the second consecutive year. The South Carolina School for the Deaf and the Blind was the first residential school in the country to meet the extensive criteria for this award.
- The Physical Education staff was expanded by three full-time teachers for the Multi-Handicapped Program. The Athletic coaching staff was increased from eight to fifteen coaches.
- As mandated by P. L. 94-142, Individual Educational Plans were developed and implemented for each student.
- Initial revisions of the Physical Education curriculum were begun to meet the need for the development of leisure skills. These will be expanded next year into the following areas: fly casting, camping, hiking, canoeing, outdoor education and racket sports, in addition to selected team sports.
- The Athletic Program was expanded to include approximately 142 student-athletes. Sixty-five percent of the eligible students participated on one or more athletic teams. Additional sports added to the program included: girls' volleyball, girls' junior varsity basketball, boys' junior high basketball, boys' wrestling (deaf and blind) and girls' track and field.
- The girls' basketball team won the first annual Girls' Mason-Dixon Tournament which was hosted by the South Carolina School for the Deaf and the Blind. The boys' basketball team

placed third in the Boys' Mason-Dixon Tournament. The wrestling team placed fifth in the State AA-A Wrestling Championships. The boys' track team won the IIA Conference Championship, the Upper-State Championship and placed second in the State Class A Meet. The girls' track team won the IIA Conference Championship and placed second in both the Upper-State Meet and the State Class A Meet.

- Ten visually impaired students participated in wrestling, goal ball, swimming and track at the United States Association for Blind Athletes (USABA) second annual National Championship hosted by Western Illinois University. In addition, visually impaired athletes participated in track and swimming competition sponsored by the Eastern Athletic Association for the Blind.
- Based on performance at the USABA Championships, a visually impaired student was selected as one of five athletes to represent the United States Goal Ball Team at the World Goal Ball Games in Austria.
- The Cedar Spring Booster Club was formed during the year to give support and aid to the School's athletic programs. Over 200 members actively supported the School's athletic and physical education programs and the Club.

#### THE OFFICE OF COMMUNITY EDUCATION

*Purpose:* The Office of Community Education offers programming in the areas of continuing education, public awareness, vocational upgrading and human services. The Office identifies needs of adult sensory and multi-handicapped individuals and attempts to integrate these individuals into existing service delivery resources.

*Operations:* The program staff consists of a director of community education, a continuing education coordinator and a secretary at the office in Hughston Annex. A part-time coordinator in Charleston and a part-time coordinator in Columbia work through the Office of Community Education and assist local educational programs in providing accessibility to the special populations of Columbia and Charleston. The Office of Community Education is funded by a grant from the Appalachian Regional Council of Governments, a cost-sharing program with Gallaudet College and State funds.



### *Program Accomplishments:*

- Offered community interest classes (31) with a total enrollment of 473 on the South Carolina School for the Deaf and the Blind campus.
- Established a State-wide community education program with the establishment of the Columbia and Charleston programs.
- Hosted the Southeastern Regional Deaf Consumer Training Program in conjunction with Gallaudet College.
- Conducted 17 one-night seminars and workshops of special interest to the special population State-wide.
- Conducted 39 "Orientation to Deafness and Blindness Workshops" for various agencies and education institutions in South Carolina.
- Participated in the filming of a movie on continuing education for deaf adults with the South Carolina School for the Deaf and Blind classes. Filmed on location by a professional film company.
- Conducted a "Deaf Awareness Week" program in Spartanburg in cooperation with the Spartanburg Chapter of S.C.A.D.
- Total program provided services to approximately 10,000 South Carolinians via classes attended, special seminars and workshops, TV programs and other programming. Approximately 2,000 special population individuals were served.
- Established a bi-monthly newsletter which is sent to 1,600 deaf, blind or interested individuals across the State.
- Conducted a week-long Student-Parent Enrichment Workshop at the South Carolina School for the Deaf and the Blind in which students and their families received instruction designed to enhance communication skills, educational skills and other important tools necessary for them to be more effective support persons for their child and other deaf individuals.
- Coordinated community, staff and student volunteers who conducted weekday church classes on a non-denominational basis for the residential students.
- Developed "Minimum Standards" for the Program and became one of the five major programming areas of the South Carolina School for the Deaf and the Blind.

### VOCATIONAL SCHOOL

*Purpose:* The Vocational School which serves the Deaf School, the Blind School and the Multi-Handicapped School, is concerned primarily with providing training in occupational areas so that

students completing the various programs will possess saleable, job-entry skills. In addition, the School provides such non-academic services as driver education, dexterity training, consumer home economics, personal typing, art and a limited amount of counseling. In addition to the vocational programming responsibilities, printing services are provided for the entire School, including the publication of the *Palmetto Leaf*, the School newspaper, and the *Hornet*, the School annual.

*Operations:* The Vocational School is staffed by a principal, a career education specialist, 15 instructors and 2 teacher associates.

*Program Accomplishments:*

- Twenty-one distinct programs serving approximately 150 hearing impaired and 45 visually impaired students were conducted during the school year.
- Certificates for completion of an occupational training program were awarded to 36 students at the end of the school year.
- At the start of the 1977-78 school year, the Vocational School entered into a cooperative agreement with the South Carolina Vocational Rehabilitation Agency's facility on campus to operate a Work Adjustment Center. Twenty-seven students were taught job skills, proper work habits and work tolerance at the Center during the school year.
- A cooperative education program utilizing business in the Spartanburg area for training purposes was initiated. One student was trained in auto body repair at Maaco, and two students began training in welding and machine work at Piersley's Welding and Machine Works.
- A new floriculture-hortitherapy program began and served 28 students from the School for the Blind. This program utilized a new greenhouse on campus which was constructed with Federal Funds.
- A career education program was initiated at the beginning of the school year utilizing Federal funds. A career awareness and exploration curriculum component along with support materials for this curriculum was initiated with plans for eventually spanning grades K—12.
- Career counselling through the Vocational School was provided to 90 high school students (15 in the Blind School and 75 in the Deaf School).
- Functional literacy guidelines and objectives were developed for students in the School for the Blind and the School for the



Deaf to be used in prescribing needed areas of concentration in individualized educational plans for the students.

#### OFFICE OF THE CHAPLAIN

*Purpose:* The Office of the Chaplain provides services to the entire campus, staff and students alike. The Chaplain is available to meet the needs of individuals in all areas of pastoral care and ministries. The Department is non-denominational and operates on a part-time basis serving as a resource to both the South Carolina School for the Deaf and the Blind and the community at large.

*Operations:* The Office of the Chaplain is currently made up of one staff member on a half-time basis, a part-time on-campus supervisor and volunteers from Spartanburg Methodist College, Bob Jones University and members of the South Carolina School for the Deaf and the Blind staff. A total of 27 volunteers participated in the program.

#### *Program Accomplishments:*

- Sixteen after class small group classes for residential students were held on Monday evenings.
- An average of 250 students per week participated in the program.
- Approximately 50 hours of student counselling sessions were provided.
- Approximately 25 hours of staff counselling sessions were provided.
- One hundred and twenty hospital and Health Center visits were provided.
- Meditations manually communicated on WSPA-TV were presented on a monthly basis.
- Pre-game devotions and prayer with athletic teams of the South Carolina School for the Deaf and the Blind were conducted.

#### MUSIC DEPARTMENT

*Purpose:* The Music Department has the responsibility of providing music education to all students in the Blind School. The music program includes choral work, individual voice, instrumental work, piano and rhythm work.

*Operations:* The Music Department consists of one supervising teacher, one full-time and two part-time faculty members.

#### *Program Accomplishments:*

- Twelve students participated in the band, and each of these students took individual instrument lessons.
- Individual piano lessons were provided to 10 students.
- Eighteen older students participated in the chorus, and recitals were presented at the Christmas and Spring Concerts and at Graduation Exercises. Furthermore, 12 students from Robertson Hall also participated in a chorus.

#### DEVELOPMENTAL DISABILITIES PROGRAM

*Purpose:* The main purpose of the Developmental Disabilities Program is to significantly increase the ability of parents of rural developmentally disabled children to provide the type of home environment which fosters optimum growth and development of their children during the pre-school years and during later life, and to demonstrate an effective and efficient model for the delivery of appropriate educational services to rural pre-school developmentally disabled children and their families.

*Operations:* The Program served 11 developmental disabled students. The program has one home-bound teacher and a part-time secretary.

#### *Program Accomplishments:*

- Fifty-two children were administered the Alpern-Boll Developmental Profile.
- Sixteen children were administered a Comprehensive Psycho-Educational Evaluation.
- Eleven students were provided individualized training in their respective homes. This training was also extended to the parents in order to help them develop the competencies necessary to more effectively meet the needs of their child(ren).
- Individualized educational programs were developed for all students. Parents were invited to participate in the development of these plans.
- A slide presentation concerning the home-bound program was developed.
- Participation from local resources were utilized to help insure that developmental disabled pre-school children in the community develop optimally.
- Approximately 2,000 miles were traveled each month by the home-bound teacher.

## DIVISION OF PROGRAMS FOR THE MULTIPLY HANDICAPPED

The Division of Programs for the Multiply Handicapped is charged with a double responsibility; it is responsible for the instructional program and services for all students who are in the Multi-Handicapped School. In addition, the Division provides supporting services for multiply handicapped students and also for students within the Deaf School and Blind School. The Division is composed of the Multi-Handicapped School and the Departments of Speech and Hearing, Social Services, Media Services, Auditory Training and Multi-Handicapped Child Care. The Multi-Handicapped Division is a new entity on campus and is currently completing its first year of full scale operations. The achievements within the first year of operation have been impressive.

### MULTI-HANDICAPPED SCHOOL

*Purpose:* The Multi-Handicapped School has the responsibility for providing a full range of diagnostic, evaluative, and educative services to multi-handicapped children between the ages of three through 21.

*Operations:* Beginning this school year with a nucleus of 18 students within the original Aphasic Unit, the School completed the year with an enrollment of 96 children. Groupings include units in behavior management, prescriptive programming, deaf-blind, deaf-multi-handicapped, blind-multi-handicapped, language impaired-multi-handicapped, orthopedically impaired, and infant stimulation. The curriculum includes self-help skills, gross and fine motor development, social adaption, academic skills, language development, physical therapy, speech therapy, music therapy, prevocational training, and arts and crafts.

#### *Program Accomplishments:*

- 80 children evaluated for admission.
- 19 children evaluated for other kinds of placement.
- IEP completed for each student.
- Cassette taping program for parents implemented.
- Various workshops and conferences attended by staff members to upgrade skills.
- CEC presentation in Charleston, explaining the testing procedures at the Multi-Handicapped School.
- Workshops in sign language and behavior modification presented by staff members to all members of the faculty.

- Partners in Progress Parents Organization established.
- Bi-monthly newsletter developed and being sent to all parents who have children attending the Multi-Handicapped School.

#### MULTI-HANDICAPPED CHILD CARE

*Purpose:* The Multi-Handicapped Child Care Department is responsible for providing comprehensive afterschool education, socialization, and living program within the dormitories. The ultimate aim of all activities is the development of student competencies in skills of effective daily living.

*Operations:* The Child Care Department encompasses a staff of 31 youth counselors and cottage parents. The staff consists of a Director of Child Care, 2 Youth Counselor II, 14 Youth Counselor I, 14 Cottage Parent II, and 3 VI-C Federal positions. The staff provides ongoing programs designed to compliment the work of the School and a living environment meeting the individual needs of students.

##### *Program Accomplishments:*

- Skills of child care personnel upgraded through sign language and first aid courses.
- Field trips to: various stores at Westgate Mall, Cleveland Park, to eat dinner, for ice cream and other treats, and to movies.
- Weekly movies in the dormitory.
- Socialization period instituted for older students.
- Creation of Girl Scout troupe. Each student participating received a uniform and Girl Scout pin.
- IEP procedure incorporated into dormitory life.

#### SPEECH AND HEARING DEPARTMENT

*Purpose:* The Speech and Hearing Department is responsible for comprehensive and ongoing assessment of children in the Multi-Handicapped Division and in all divisions of the School, in the areas of speech, language, and hearing of students currently enrolled. In conjunction with the Multi-Handicapped School, diagnostic services are also available for outside evaluations on a referral basis. Major emphasis is given to the development of speech and/or language skills, the acquisition of amplification, and the maintenance of all hearing aids on campus. In addition, staff is available for consultation with parents, administrators, and teachers to offer suggestions for program planning for individual students.



*Operations:* The Speech and Hearing Department was formally organized as a department during the latter part of this school year. It was formed through an amalgamation of two departments, Audiology and Speech Services. The staff consists of one audiologist, an assistant, and three speech pathologists. Duties include the following: (a) speech and language assessment and/or remediation of all students campus wide; (b) hearing assessment for all students in the Deaf and Multi-Handicapped Schools; (c) hearing screening for all students in the Blind School, with follow-up evaluations as necessary; (d) speech, language, and hearing assessments for all applicants to the Multi-Handicapped School, and for outside evaluations referred to that School; (e) hearing aid evaluations for those students enrolled who do not have amplification, but could benefit from it; (f) daily hearing aid checks on students in the Deaf School; (g) repair services for broken aids; and (h) in-service training with other staff members as necessary.

*Program Accomplishments:*

- All students in Thackston, Spring Hall, Spring Annex, and the Multi-Handicapped School received speech and/or language screening. 41 students in Thackston, 44 in Spring/Spring Annex, and 43 in the Multi-Handicapped School received speech and/or language therapy. Walker Hall and Blind School students received no speech/language assessment or remediation due to the lack of a qualified Speech Pathologist.
- In the Deaf School, all students under 12 years of age were given a complete audiological test battery; those 12 years and older were tested if they had not been seen the previous year. In the Multi-Handicapped School, 93% of the enrollment was tested.
- Students in the Blind School were screened; complete audiologicals were given to the 13 students who failed screening.
- All applicants to the Multi-Handicapped School were given audiological evaluations; speech/language evaluations were given upon referral.
- Hearing aid evaluations were given to all students who did not have hearing aids but who, it was felt, could benefit from amplification. 39 new aids were fit, with an additional 22 recommended.
- Daily hearing aid checklists were kept by the teachers on all students in the Deaf School.

- Repair services were provided for all hearing aids.
- A manual of audiological information was distributed to all teachers campus wide; consultation with teachers was available upon request.

## DEPARTMENT OF SOCIAL SERVICES

*Purpose:* The Department of Social Services is responsible for providing specific and generic social work services for the deaf, blind, and multi-handicapped population of students on campus.

*Operations:* The Department is composed of a director, three social workers, and a secretary. Its program is supportive in nature and provides a variety of services which include social counseling, casework, referral services, and outreach activities. Specific operations of the Department include the following: (a) provide an evaluative home study for each applicant through a visit to the home; (b) interview and counsel with parents of students; (c) provide assistance in completing the application process; (d) make referrals to community services or State agencies as required; (e) educate parents as to the School's purpose and functioning, their child's problem(s) and needs, and supportive services available to them and the student; (f) provide consultative services to teachers, parents, agency personnel, and department heads; (g) prepare and maintain social histories; and (h) provide information on inquiries and referrals from other agencies and travel the entire State making home visits and agency contacts as part of the multidisciplinary team approach for optimum student service.

### *Program Accomplishments:*

- Compilation and distribution of a listing of each student who received assistance from an agency.
- All travel to complete action on 175 referrals was accomplished. Of this total, 58 referrals were deaf students, 31 referrals were blind students, and 86 referrals were multi-handicapped students.
- An evaluative home study was done on 109 of 115 applicants and new students.
- Home consultations were made with parents/guardians of 27 students.
- Personal contact was made with 34 agencies, departments, and offices throughout the State for the purpose of disseminating information, establishing rapport and solving client problems.
- Office interviews were provided for 28 students and/or parents.

- A presentation was made to the Spartanburg County Social Services Association. This presentation included a slide show and a question and answer session.
- Addressed the South Carolina School for the Deaf and Blind faculty and staff at a Professional Luncheon, giving an overview of the duties and responsibilities of the Department.

#### MEDIA CENTER

*Purpose:* The Media Center is responsible for designing and carrying out innovative patterns of usage of equipment and materials throughout the campus community.

*Operations:* Media Center operations include: delivery and retrieval of equipment and materials on a campus wide and State wide basis; illustrations; photography; materials production; repair and design of equipment; instruction in the use of media; libraries for the deaf and blind; and storytelling for the deaf and blind.

#### *Program Accomplishments:*

- Acquisition and integration of Project LIFE into programs for the deaf.
- Development and implementation of a storytelling program for all deaf and blind students, K—6.
- Instruction of photography and darkroom technique to deaf students.
- Instruction of electricity/electronics and basic media repair to the visually impaired.
- In-service workshops for utilization of media.
- Full scale delivery service for entire campus.
- Provided staff with full scale production services.
- Produced photographic print and color sound/slide programs.
- Offered illustration work.
- Art instruction to one TMR student and four deaf students weekly by illustrator.
- Opening of satellite media center in the Multi-Handicapped School.

#### AUDITORY TRAINING

*Purpose:* The purpose of the Auditory Training Department is to develop in the individual child, sensitivity to auditory stimuli and the ability to interpret such stimuli in a meaningful manner.

*Operations:* The responsibilities of Auditory Training include the testing of individual children in the areas of auditory discrimination

and the providing of individualized instruction and teacher training. Programs of training are provided on a campus wide basis.

*Program Accomplishments:*

- Tested and provided services to all students requiring auditory training services on campus.
- A position paper was prepared aimed toward making teachers more aware of the importance of auditory training in the total language arts curriculum.
- The testing instrument used was revised and expanded to provide more accurate information on group placement and student progress.
- An auditory training curriculum guide was written.
- A program was initiated to produce more meaningful visual aids and auditory stimuli.
- Photographs are being substituted in place of out dated line drawings and new sound stimuli are being incorporated into the environmental sounds program.

## DIVISION OF STUDENT AFFAIRS

This Division consists of five major departments. The major responsibilities include the provision of a comprehensive dormitory and after-school education program and various support services, including Transportation, Health Care, Food Preparation and Delivery.

### CHILD CARE DEPARTMENT

*Purpose:* The Child Care Department has the responsibility to plan, coordinate and supervise all after-school programs, including the Daily Living Skills Program and activities in the dormitory. The purpose of activities in both of these areas is to increase each student's competencies in areas necessary for effective daily living, including self-help skills, the use of leisure time, consumer economics, etc.

*Operations:* In the dormitory management area, the Dean of Students is responsible for the overall program. Under his direction a secretary and the Assistant Dean work directly with the five House Directors who supervise a total of 42 Youth Counselors and Cottage Parents. The students live in eight dormitories throughout the campus. The Daily Living Skills Program is a Title I funded program and is administered by a Director and twenty part-time teacher aides.



### *Program Accomplishments:*

- The Soul Searchers, a blind jazz band, expanded to include four deaf students called the Soul Seekers who sang the songs in Sign Language. As far as is known, this is the only group in the country which has a blind band which is complimented with deaf people who interpret and sign the songs.
- The jazz group went on tour this year on two weekends. They performed in cities throughout the State. Their biggest performance was at Carowinds during Deaf Awareness week this year.
- The student councils were expanded to all dormitories this year. They sponsored a dorm beautification project this year which was highly successful. The older Student Council sponsored a dance with a live band at Christmas as part of their project.
- The Child Care Department participated this year in completion of Individual Education Plans on every dormitory student. These will be intergrated into each child's overall academic I. E. P.
- The Daily Living Skills Program operated at a successful level this year. The main purpose of the program is to provide after-school educational experiences which will enhance the cognitive, affective, and psycho-motor developments of the students in our school. All dorm students on campus were given the opportunity to participate in the leisure time and recreational activities provided. They included swimming, bowling, volleyball, soccer, flag football, basketball, softball, weight-lifting, playground games, roller skating, frisbee, indoor games, dancing, and movies. The arts and crafts program was open to all dorm students and provided training in macrame, decoupage, finger painting, clay modeling, paper mache, bead stringling, plaster molding and painting, and brush painting. The first aid instruction, personal hygiene training, and table manners was emphasized in the younger dorms at Spring, Spring Annex, Walker, Robertson, and Thackston. A total of 212 students participated in the above programs, evidencing as a group significant progress on objective tests which measured several important competencies. The Daily Living Skills Program was responsible for starting the 4-H Club and the Serteen Club.

## TRANSPORTATION DEPARTMENT

*Purpose:* One of the goals of our School is to help students maintain and strengthen home ties and family relationships. A significant contribution to this goal is made by the Transportation Department which provides both daily and weekend transportation for students at no cost to the parents.

*Operations:* The Head of the Transportation Department is assisted by one part-time clerk, seven full-time drivers, 8 part-time drivers, one full-time attendant and 10 part-time attendants. Weekend transportation serves the following areas: Aiken-North Augusta, Ruffin-Orangeburg-Beaufort, Charleston, Columbia, Sumter-Georgetown, Anderson-Greenwood, Chester-Bishopville, Bennettsville-Mullins-Dillon, Florence-Myrtle Beach and Rock Hill. Daily transportation is provided to students who live within the thirty mile radius of the School.

### *Program Accomplishments:*

- Weekend transportation was provided for 427 students.
- Daily transportation was provided for 124 students.
- The number of students transported on campus daily averaged 130. The driver and attendant safety training program was continued.
- Transportation was provided for numerous field trips and athletic events.

## HEALTH CARE DEPARTMENT

*Purpose:* A major function of the Health Care Department is to take care of any medical emergencies which might arise among the student population, to assist in implementing a preventive health care program, and to dispense medicine and other services as needed.

*Operations:* The Health Care Department provides 24 hour service during the school week and is headed by a School nurse and a School physician who comes on a daily basis. There is also a dentist who provides services periodically.

### *Program Accomplishments:*

- There were 496 admissions during the year for overnight stays.
- There were 9,035 out-patient visits for routine medical problems.
- Flu vaccine was given to students in the fall.

- The School dentist treated 100 students, and fluoride treatment was provided for 343 students, under the supervision of the dentist. The School dentist came to the school every Wednesday.
- There were 379 Deaf students checked for visual acuity.
- There were 36 complete physical examinations provided for the Deaf Vocational Rehabilitation Department.
- There were 39 complete physical examinations provided for the Commission for the Blind.
- There were 165 athletic physical examinations provided.
- Nurses were on duty 24 hours a day for the Multi-Handicap facility to provide emergency care and dispense medication. Any prolonged illness was transferred to the Health Center.

#### FOOD SERVICE DEPARTMENT

*Purpose:* The major function of the Food Service Department is to provide nutritious, appealing meals thus meeting the dietary needs of students and to assist the instructional staff in developing dietary improvement programs for the students.

*Operations:* Food is prepared from a Central Kitchen and distributed to five cafeterias across the campus. The Director of the Department is assisted by two food supervisors, 16 food service aides, 2 cooks, 2 bakers and 2 vehicle operators.

##### *Program Accomplishments:*

- Provided one meal daily for day student population and three meals daily for resident student population.
- Conducted a food study with assistance from consultants at Clemson University.
- Implemented results from previous food study in menu planning.
- Provided special foods where required for multi-handicapped students.
- Provided lunches and/or dinners for all athletic teams participating in away games.

## DIVISION OF PHYSICAL PLANT

*Purpose:* The purpose of the Division of Physical Plant is to serve as a resource for achieving the objectives and goals sought through the educational programs by maintaining a physical environment which is conducive to learning, both in the classroom and in the dormitories; by assisting the School to obtain a high degree of utilization of the physical plant, thus helping maximize returns on the physical plant investment; by assisting in the development of energy conservation plans, and by assisting in the development of long-term capital improvement plans.

*Operations:* Reporting directly to the Director of the Division is the Physical Plant Maintenance Manager who coordinates the efforts of the skilled laborers and tradesmen. The Maintenance Manager is responsible for the repair, painting and maintenance of buildings and other physical facilities; vehicle maintenance; maintenance of heating and cooling systems and maintenance of the grounds.

The maintenance of all heating, refrigeration and air conditioning systems, including the complex boiler house which provides steam heat for most of the buildings on campus, is the direct responsibility of the Plant Maintenance Supervisor who is assisted by 8 personnel. This Supervisor is also responsible for the Laundry which is staffed by five workers. General maintenance is provided by five workers who collectively are skilled in carpentry, electricity, plumbing/pipe fitting, masonry, refrigeration mechanics and other related mechanical areas. Vehicle maintenance is provided by two mechanics who repair, overhaul and maintain the entire fleet of vehicles, including twenty-four school buses. In the decorative areas, there are five painters, who work under the supervision of one paint supervisor, provide all painting services for the School. One person is responsible for supervising the groundskeeping area, and he is assisted by three vehicle operators and four groundkeepers. The primary responsibility of this area is for the upkeep and maintenance of all grounds, including horticulture requirements.

### *Program Accomplishments:*

- The completion and initiation of operation of the new Multi-Handicapped Facility.
- Development of a long-term plan for improving the physical plant and related services.



- The letting of a contract to install a completely modernized fire alarm system which includes an automatic communication system to the local Fire Communications Office.
- The provision of 96 engine analyses.
- The provision of services required for 3,819 work orders.
- 6,400 individual vehicle repairs.

## COOPERATIVE PROGRAMS

### VOCATIONAL REHABILITATION FACILITY

*Purpose:* The Vocational Rehabilitation Facility located on the campus of the South Carolina School for the Deaf and the Blind provides medical, social, psychological and vocational evaluations to the deaf students. This facility also provides on-the-job training in cooperation with businesses and industries in the community as well as continued counseling and guidance, social, personal, and work adjustment training and contract workshop program, job placement and follow-up.

*Operations:* During the 12 month year under report, this facility provided services for 188 students. These graduates are from all across South Carolina. When a student graduates or leaves the South Carolina School for the Deaf, the case is transferred to the appropriate Vocational Rehabilitation Counselor in the student's home area in order that services be continued by the department. Usually the counselor provides services only for the hearing impaired and is a specialty counselor.

The Facility is administered by (a) a Project Supervisor, (b) a Vocational Counselor, (c) a Vocational Evaluator, (d) a Rehabilitation Associate, (e) a Counselor Assistant and (f) a workshop assistant provided by the South Carolina School for the Deaf and Blind.

#### *Program Accomplishments:*

- Diagnostic medical evaluations were provided to students throughout the year. Thirty-six students received general medical examinations. Thirty-seven students received otological examinations and thirty-four students were provided specialist examinations.
- Vocational evaluation was provided to sixty-one students. These results assist the Facility staff in planning future services and also assists the School staff in their plans for the stu-

dents. All evaluation results were staffed jointly with the Facility staff and the School staff in attendance.

- On-the-job training was provided in businesses and industries in the community for forty-one students who were all in the graduating senior class. The on-the-job training program provided training in the following areas:

Clerical . . . . .	4 students
Material Handler-Clerk . . . . .	3 students
Parks and Recreation . . . . .	3 students
Photography and Photography Developing . . . . .	1 student
IBM Key Punch . . . . .	2 students
Cabinet Making . . . . .	2 students
Industrial Sewing . . . . .	1 student
Dental Lab . . . . .	1 student
Auto Mechanics . . . . .	6 students
Machine Shop . . . . .	2 students
Horticulture . . . . .	1 student
Printing . . . . .	2 students
Teachers Aid . . . . .	1 student
Auto Body Repair and Painting . . . . .	1 student
Delicatessen-Bakery . . . . .	1 student
Laundry . . . . .	4 students
Food Service . . . . .	3 students
Industrial Assembly . . . . .	1 student
Stock Clerk (Grocery) . . . . .	2 students

Work adjustment training classes were provided for Special students, Juniors and Seniors. Eighty-six students were involved in this training which is designed to prepare them for future gainful employment and indoctrinate them to the World of Work. Special students and Juniors met once each month during the school year for one hour each class. The Seniors met twice each month for one hour each class.

A work adjustment program completed its first full year of operation. During the twelve month period, thirty-nine students were involved in this program. Students were involved in piece work on contracts obtained from various industries and businesses in the community.

## CEDAR SPRING FACILITY SOUTH CAROLINA COMMISSION FOR THE BLIND

*Purpose:* The Cedar Spring Facility of the Commission for the Blind is responsible for the provision of applicable vocational rehabilitation services to blind and visually impaired students, who are fourteen years old and above, who are enrolled at the South Carolina School for the Deaf and the Blind. These services are designed to increase the student's readiness for future gainful employment. With the opening of the Multi-Handicapped School on the campus of the School for the Deaf and the Blind, the Commission for the Blind has become more involved with serving multi-handicapped students, those who are legally blind and who also have some other physical or mental disability.

*Operations:* During the 1977-78 academic year, the Cedar Spring Facility provided applicable vocational rehabilitation services for approximately 86 students, all residents of South Carolina.

The Facility staff consists of (a) a project supervisor, (b) one (1) orientation and mobility instructor, and one (1) counselor assistant.

*Program Accomplishments:* As an explanation of specific notable events, in compliance with the above listed operations, the following services are noted:

- One (1) female partially sighted student was involved in an on the job training program at a local day care center in Spartanburg.
- Two (2) partially sighted male students received some electronics vocational training in a special class at the Media Center of the School for the Deaf and Blind.
- One (1) partially sighted male student was involved in an on the job training program at a music store in Spartanburg.
- One (1) partially sighted student (female), was involved in an on the job training program at a department store in Spartanburg.
- Nine (9) students received orientation and mobility training.
- Two (2) students received scleral shells for cosmetic purposes from Le Grand Associates of Philadelphia, Pennsylvania.
- Thirty (30) students received initial low vision examinations at the clinic, which is located in the Commission for the Blind facility; twenty-four (24) students received follow-up examinations.

- Two (2) students, one partially sighted male and one totally blind female attended the 1978 Pre-College Program at the University of South Carolina in Columbia, to facilitate their transition from high school to a college environment.

## FINANCIAL STATEMENT

Fiscal Year July 1, 1977 - June 30, 1978

<i>Revenue</i>		STATE FUNDS
Balance July 1, 1977 (Carry Over) .....	\$	4,163.35
Appropriated .....		4,662,882.00
Other Income .....		14,448.96
Payroll Supplement .....		177,455.00
Equip. Supplement .....		11,742.00
Total Funds Available .....	\$	<u>4,870,691.31</u>
 <i>Disbursements</i>		
Administration:		
Personal Service .....	\$	259,077.84
Contractual Service .....		15,583.78
Supplies .....		10,457.24
Fixed Charges .....		3,955.52
Equipment .....		25,595.99
Total Administration .....	\$	314,670.37
Education:		
Personal Service .....		2,069,989.95
Contractual Service .....		8,707.32
Supplies .....		50,161.91
Fixed Charges .....		328.63
Equipment .....		11,470.44
Scholarships .....		1,800.00
Placement Bur. ....		5,000.00
Voc. Rehab. ....		27,554.59
Total Education .....		2,175,012.84
Plant Operation:		
Personal Service .....		379,790.31
Contractual Service .....		413,614.91
Supplies .....		108,095.08
Fixed Charges .....		18,316.68
Equipment .....		75,958.52
Non-Structural Imp. ....		62.40
Total Plant Operation .....		995,837.90
Student Affairs:		
Personal Service .....		658,996.79
Contractual Service .....		40,741.72
Supplies .....		96,086.34
Fixed Charges .....		46.20
Equipment .....		8,307.93
Hospital Care .....		797.95
Total Student Affairs .....		804,976.93
Total Emp. Ben. & Incre. ....		541,876.10
Total Expenditures .....		4,832,374.14
Carry-Over 78-79 .....		11,742.00
Lapse .....		26,575.17
		<u>\$ 4,870,691.31</u>



# STATEMENT OF EXPENDITURES

## SPECIAL DEPOSITS

### Revenue

Balance Brought Forward July 1, 1977 .....	\$	21,816.17
Receipts .....		68,400.88
Total Funds Available .....	\$	<u>90,217.05</u>

### Disbursements:

Student Accounts .....	\$	12,794.93
Pilot Club .....		576.68
Special Needy .....		1,944.05
Loree Godshall .....		—0—
Thackston Award .....		—0—
Aurora Club .....		—0—
Spartan Indust. ....		55.28
Converse Fd. ....		2,349.04
Spec. Bus Fares .....		13.64
Media Caption .....		—0—
Ways & Means .....		300.00
Aphasic Spec. Acc't .....		—0—
Gallaudet .....		285.36
Adult Educ. ....		1,874.70
Post Office .....		—0—
Lasso Fund .....		—0—
Music Account .....		78.55
Annual Picture Acc't .....		1,464.28
Canteen .....		14,144.32
Colonial Pipeline .....		—0—
Total Disbursements .....	\$	35,880.83
Balance .....	\$	54,336.22

## FEDERAL FUNDS

### Revenue

Balance June 30, 1977 .....	\$	5,832.42
Receipts .....		458,044.39
Total .....	\$	463,876.81
Less Disbursements .....	\$	483,005.30
Balance F/Y 1977-78 .....	\$	(19,128.49)

## STATEMENT OF FEDERAL EXPENDITURES

T-I 78 .....	\$	157,140.60
T-I 77 % .....		137,332.55
P.S.E. ....		39,953.85
WIN .....		8,423.58
Dept. S.S. ....		1,841.80
U.S.D.A. ....		20,345.45
Voc. ED. ....		25,456.32
T-IV-LSCA .....		3,021.27
T-IV-B .....		1,839.06
A.R.C. ....		34,397.88
Gallaudet .....		4,508.52
D.D.A. ....		12,165.93
T-VI-C .....		31,423.27
T-VI-B .....		4,916.72
G.I.P. ....		238.50
Total Federal Expenditures .....		483,005.30

# CAPITAL IMPROVEMENT RELATED ACCOUNTS

New Infirmary (proj. 10-13)			
Bal. Fd	\$	38,231.75	
Disbursements		3,740.00	
Balance 6-30-78	\$		34,491.75
Education Facility (10-14)			
Bal. Fd		115,338.15	
Disbursements		40,164.79	
Balance 6-30-78			75,173.36
°Cap. Impt. Bond Proceeds (proj. 10-15)			
Bal. Fd		4,906.16	
Received		105,792.08	
Total		110,698.24	
Disbursement		110,698.24	
Balance			—0—
° 61,311.74 in Bonds to be spent as needed for Cap. Impts.			
Patients Fees-Debt Serv., Bal. July 1, 1978			229,761.59
Chapel Fund-Spec. Fund-Bal. July 1, 1978			79,336.22

## Misc. Accounts

U.S.D.A. Food Reimbursement Account			
Received		69,008.80	
Disbursed		69,008.01	
Balance			.79

	<i>Blind Students</i>	<i>Deaf Students</i>	<i>Multi-Handicap Students</i>
<i>Age of Onset</i>			
Birth . . . . .	92	181	60
Birth to 2 years . . . . .	30	107	11
3 years and over . . . . .	21	36	7
Unknown . . . . .	1	77	20
TOTAL . . . . .	144	401	98
<i>Cause of Primary Handicap</i>			
Unknown . . . . .	3	186	26
Prematurity . . . . .	2	11	3
Heredity . . . . .	2	12	0
Meningitis . . . . .	3	35	2
Congenital . . . . .	6	23	4
High Fever . . . . .	0	10	4
Rubella . . . . .	0	72	14
Birth Trauma . . . . .	0	1	3
Glaucoma . . . . .	14	0	0
Nystagmus . . . . .	13	0	0
Cataracts . . . . .	27	0	0
Albinism . . . . .	9	0	0
Myopia . . . . .	7	0	0
Optic Nerve Damage . . . . .	12	0	2
Rh Incompatibility . . . . .	0	4	1
Measles . . . . .	0	8	0
Infection . . . . .	0	5	0
Mumps . . . . .	0	2	0
Pregnancy Complications . . . . .	0	4	1
Encephalitis . . . . .	0	0	1
Brain Damage . . . . .	0	0	13
Anoxia . . . . .	0	0	8
Muscular Dystrophy . . . . .	0	0	3
Frederick's Ataxia . . . . .	0	0	1
Abuse . . . . .	0	0	1
Cerebral Palsy . . . . .	0	0	5
Childhood Illness . . . . .	0	0	1
Other . . . . .	46	28	5
TOTAL . . . . .	144	401	98
<i>Additional Handicapping Conditions</i>			
Brain Damage . . . . .	2	3	0
Cerebral Palsy . . . . .	7	7	7
Mental Retardation . . . . .	62	110	92
Epilepsy . . . . .	2	0	4
Hyperactive . . . . .	0	3	1
Heart Disorder . . . . .	0	2	5
Vision . . . . .	0	22	12
Orthopedic . . . . .	1	0	15
Hearing . . . . .	1	0	11
Autistic . . . . .	0	0	1
Emotional . . . . .	0	0	4
Other . . . . .	3	0	0
TOTAL . . . . .	78	147	152

	<i>Blind Students</i>	<i>Deaf Students</i>	<i>Multi-Handicap Students</i>
<i>Degree of Vision or Hearing Loss</i>			
Totally Blind . . . . .	28	0	6
Light Perception . . . . .	35	0	2
Light Perception and Projection . . . . .	3	0	1
20/100 to 20/500 . . . . .	41	0	7
Count fingers less than five feet . . . . .	12	0	0
No Light Perception . . . . .	4	0	0
Hand movement less than five feet . . . . .	8	0	0
2/200 to 8/200 . . . . .	5	0	0
20/50 to 20/60 . . . . .	8	0	2
Severe to profound hearing loss . . . . .	0	174	5
Profound . . . . .	0	122	12
Moderate to severe . . . . .	0	31	2
Severe . . . . .	0	36	6
Mild to moderate . . . . .	0	3	4
Mild to profound . . . . .	0	3	0
Mild to severe . . . . .	0	3	0
Moderate . . . . .	0	6	3
Moderate to profound . . . . .	0	17	0
Mild . . . . .	0	2	8
Hard of hearing . . . . .	0	4	3
Cortical . . . . .	0	0	10
TOTAL . . . . .	144	401	71



## ENROLLMENT

### *School for the Multi-Handicapped*

Girls .....	35
Boys .....	63
<hr/>	
Total .....	98

### *School for the Blind*

Girls .....	54
Boys .....	90
<hr/>	
Total .....	144

### *School for the Deaf*

Girls .....	174
Boys .....	227
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Total .....	401
GRAND TOTAL .....	643

### *Number of Graduates*

Blind .....	6
Deaf .....	41
<hr/>	
Total .....	47

### *Number of Graduates Attending College*

Blind .....	3
Deaf .....	5
<hr/>	
Total .....	8

# NUMBER OF STUDENTS BY COUNTIES

<i>County</i>	<i>No. Students</i>	<i>County</i>	<i>No. Students</i>
Abbeville . . . . .	3	Greenwood . . . . .	9
Aiken . . . . .	21	Hampton . . . . .	5
Allendale . . . . .	4	Horry . . . . .	11
Anderson . . . . .	22	Jasper . . . . .	5
Bamberg . . . . .	6	Kershaw . . . . .	13
Barnwell . . . . .	2	Lancaster . . . . .	9
Beaufort . . . . .	4	Laurens . . . . .	20
Berkeley . . . . .	10	Lee . . . . .	3
Calhoun . . . . .	2	Lexington . . . . .	10
Charleston . . . . .	43	Marion . . . . .	9
Cherokee . . . . .	10	Marlboro . . . . .	6
Chester . . . . .	12	McCormick . . . . .	1
Chesterfield . . . . .	15	Newberry . . . . .	4
Clarendon . . . . .	7	Oconee . . . . .	7
Colleton . . . . .	9	Orangeburg . . . . .	21
Darlington . . . . .	20	Pickens . . . . .	5
Dillon . . . . .	6	Richland . . . . .	32
Dorchester . . . . .	8	Saluda . . . . .	3
Edgefield . . . . .	4	Spartanburg . . . . .	86
Fairfield . . . . .	6	Sumter . . . . .	21
Florence . . . . .	27	Union . . . . .	10
Georgetown . . . . .	16	Williamsburg . . . . .	5
Greenville . . . . .	61	York . . . . .	30

PROFESSIONAL PUBLICATIONS, PAPERS AND  
WORKSHOPS BY STAFF

- Bremer, Robert A. (Director of Community Education) presented paper to the 1977 National Community Education Convention, November 1977 entitled "Community Education and the Sensory Impaired in South Carolina".
- Bremer, Robert A. served as group facilitator at the Mid-Atlantic Community Education Role Training Academy for the Special Populations group at Charlottesville, Virginia, January 1978.
- Gallagher, Jack R. (Executive Director) conducted a workshop entitled "Behavior Modification: An Illustrated Overview for Teachers" at the South Carolina Council for Exceptional Children Annual Convention, Charleston, March 10, 1978.
- Gallagher, Jack R. "Some Preliminary Thoughts on Comprehensive Educational Programming for Deaf Students in South Carolina." An unpublished manuscript distributed at the 27th Annual South Carolina School Boards Association, Myrtle Beach, October 13-15, 1977.
- Gallagher, Jack R. "Are School Districts Required By Law to Provide Local Programs for Deaf Children?" An unpublished manuscript distributed at the 27th Annual South Carolina School Boards Association, Myrtle Beach, October 13-15, 1977.
- Holzberg, Robert, Ed.D. (Director, Division of Programs for the Multi-Handicapped) A paper presented to the Association for Children with Learning Disabilities, Spartanburg Chapter. "Behavior Modification, A Parent Program", September, 1977.
- Holzberg, Robert, Ed.D., Hunyady, Frank (Diagnostic Evaluator), Porter, Jeff (Head of Psychology Department), Jordan, Myra (Music Therapist), O'Shea, Pegi (Language Specialist), Maurer, Chris (P. E. Specialist) presented a paper entitled "Evaluation of the Educational and Therapeutic Needs of Multi-Handicapped Children" at the South Carolina Council for Exceptional Children Annual Convention, Charleston, March 10, 1978.
- Millard, Robert L. (Director of Educational Programs for the Sensory Impaired) presented a paper to the 1977 National Community Education Convention, November 1977 entitled

"Community Education and the Sensory Impaired in South Carolina".

Morris, Mildred L. (Teacher of Deaf) presented a paper entitled "Teacher Made Materials" at the South Carolina Council for Exceptional Children Annual Convention, March 10, 1978.

Porter, Jeff and Holzberg, Bette C. (Psychologist), "The Changing Role of the School Psychologist in Residential Settings for Exceptional Children In Light of Public Law 94-142." A paper presented at the South Carolina Council for Exceptional Children Annual Convention, March 11, 1978.

White, Charles (Head of P.E. and Athletics), Morrow, Robert (P.E. Teacher), Wagner, Helen (P.E. Teacher), Woody, Margaret (Teacher, P.E.) presented a paper entitled "Diagnostic/Prescriptive Physical Education for Implementing the IEP, P. L. 94-142" at the South Carolina Council for Exceptional Children Annual Convention, March 10, 1978.

White, Charles presented a paper entitled "Implementing Public Law 94-142 in Physical Education" at the South Carolina Association of Health, Physical Education, and Recreation, November, 1977.

White, Charles conducted panel discussion related to the topics of "Utilizing Needs Assessment Information" and Aquatics Mainstreaming Conference, Atlanta, Georgia, February 20-21, 1978.

White, Charles conducted an inservice training program related to "Mainstreaming The Handicapped in Community Recreation Programs, at the REC Professional Development Program, Spartanburg, May 17, and Sumter, May 31, 1978.

White, Charles presented a paper entitled "Systematic Program Planning and Recreation, University of South Carolina, Columbia, South Carolina, June 20, 1978.









